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ABSTRACT

The project had three goals: to increase the supply of elementary counselors in North Carolina, to provide guidance services to seventeen elementary schools in a satisfactory manner so the program would be adopted after expiration of the project, and to provide systematic guidance services for children in grades one through six. Four full time trained elementary counselors were employed to serve as counselors in their schools and as consultants for twelve graduate student counselor trainees serving a year-long internship. Together they organized and conducted a guidance and counseling program in which career awareness was an integral part. Trainees assisted teachers in integrating occupational information/career awareness as part of their regular classes, with considerable thrust given to the concept of community involvement. Preliminary data were collected on students in grades four through six regarding their knowledge about careers. Significant gains were measured on a career awareness scale given in the fall and the following spring. Conclusions and recommendations were drawn, Appendixes include a Guidance Counselor Rating Scale and a Career Awareness Questionnaire. (SC)

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PREPARATION of OCCUPATIONAL GUIDANCE COUNSELORS

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THE OCCUPATIONAL RESEARCH UNIT

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DIVISION OF RESEARCH
State Department of Public Instruction
Raleigh, N. C. 27611

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OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT
Vocational Education Amendments of 1968 (Public Law 90-576)
(Title I - Part C - Sec. 131 [b])

TITLE OF PROJECT
Preparation of Occupational Guidance Counselors

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Cabarrus County Schools

P. O. Box 388
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June 1973

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC EDUCATION

Occupational Research Unit

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ABSTRACT

This project represents the occupational guidance component of the ESEA, Title III Elementary School Guidance - Counseling Project conducted in the Cabarrus County Schools during the 1972-73 school year.

The major project was guided by three goals. They were: (a) to increase the supply of elementary guidance counselors in North Carolina; (b) to provide guidance services in the seventeen elementary schools in the three administrative units in Cabarrus County in such a satisfactory manner that the program would be adopted at the expiration of this Title III project; and (c) to provide children in grades 1-6 with systemic guidance and counseling services with the aim of preventing and/or alleviating educational and emotional difficulties.

Four full time trained elementary school guidance counselors were employed and placed in centrally located schools in the three units of Cabarrus County. These trained counselors served as counselors in their respective schools and as consultants for twelve graduate student guidance counselors trainees serving a year long internship in elementary guidance counseling.

Both full time counselors and trainees attempted to organize and conduct a guidance counselor program in the elementary schools in which career awareness would be an integral part. Evaluation of the ESEA Title III Project for the prior year revealed that one of the most important ingredients of a well balanced training program, that of the knowledge and dissemination of occupational

information was missing.

The major strategy for introducing career awareness into the training program including not only its infusion into the concept for the total preparation of trainee counselors, but placed special emphasis on their assisting teachers to integrate occupational information/career awareness as a part of their regular classes. Considerable thrust was given to the concept of community involvement through the actual use of parents and business and industrial resources.

The scope of the career awareness aspects of the guidance programs in the schools extended to all grades 1-6, but the major effort seemed to concentrate in grades 4-6. The cooperation of classroom teachers was commendable, and the services of guidance counselors, both experienced and trainees, were actively sought. There was strong evidence that once career awareness has become fully accepted and integrated into all grades at all levels 1-6, the training model used in the project will be effective with otherwise qualified trainees.

Some preliminary data was collected on students in grades 4-6 regarding their knowledge about careers. Selected group of students were administered a career awareness scale in the fall of 1972. The students were given the same scale in the spring of 1973. Results of the statistical analysis indicated significant gain made during the year on the degree of awareness in all groups. A comparison of the differences led to an assertion that the observed gains could not be attributed to maturation.

There is much improvement needed in the scope and depth of occupational information taught in the course work which precedes the trainee's internship.

The training model posseses a strong potential for training elementary school counselors. Two basic areas must be strengthened if it is to be effective in producing counselors who will insure that active career awareness in an integral part of, and integrated in the teaching of other subjects. The teaching of occupational information must be expanded enormously in both scope and depth in the course work prior to the internship. Secondly, the use of experienced full-time counselor consultant/supervisors is essential.

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PART I

PROBLEM

BACKGROUND. Career development, as a central aspect of Career Education offers a means by which one may realize his individual potential. Career choice is commonly recognized by most current career theorists as a process of a long range, and gradual, learning to understand one's self and a knowledge of the world of work. Due to its long range nature and implications such as study and time, and adjustment, ground work should begin early in life and be built upon until one chooses his work life.

The foundation for each individual's choice should take into consideration that key decisions must be made that will have much influence at later times. The young person needs assistance in looking for and examining these happenings in time for use in charting his life's course. The logical place to receive much assistance is the daily contact person, and more specifically, the classroom teacher and the elementary school's guidance counselor.

There is a definite need for occupational guidance coordinators on the elementary (K-6) level. Teachers and pupils in the elementary schools have little knowledge of the vocational preparation offered in the public schools, especially at the high school. There is very little information available to them concerning the educational requirements, skills, and aptitudes needed in various occupations in the world of work.

A review of the literature supplies evidence that many of the

presently trained elementary level guidance counselors have little background for assisting in the development and implementation of an occupational awareness component within an elementary school guidance program.

This project was conducted as the career awareness component of a model for training elementary school counselors. The project implementation demonstrates how guidance counselor trainees, after receiving graduate training in summer sessions at the University of North Carolina at Chapel Hill, spent a year-long internship in Cabarrus County assigned to an elementary school not having a full time guidance counselor.

It was anticipated that these counselor trainees attempt to organize and conduct a guidance counseling program in the elementary schools in which they were placed.

The project was initially sponsored by ESEA Title III, and was guided by three goals. They were (a) to increase the supply of elementary guidance counselors in North Carolina, (b) to provide guidance services in the seventeen schools in the three administrative units of Cabarrus County in such a satisfactory manner that the program would be adopted at the expiration of this Title III Project; and (c) to provide children in grades 1-6 with systematic guidance and counseling services with the aim of preventing and/or alleviating educational and emotional difficulties.

The Occupational Research Unit (ORU) joined in the sponsorship in anticipation that the model in use would provide the necessary training of counselors in the project to be able to help teachers to implement an effective guidance and occupational awareness program for elementary school age children.

DESCRIPTION. Four full time trained elementary school guidance counselors were employed and placed in centrally locally schools in the three administrative units of Cabarrus County. These trained elementary school counselors served not only as guidance counselors in the school in which they were placed but they also served as consultants for twelve students serving a year long internship in elementary guidance counseling. Three of these full time guidance counselors were graduates of the program conducted in 1971-72 and served a year long internship last year in Cabarrus County supported by ESEA, Title III.

Twelve elementary school guidance counselor trainees were given graduate training during the summer session (1972) at the University of North Carolina at Chapel Hill. These trainees moved to Cabarrus County in the fall of 1972 and were assigned to an elementary school not having a full time guidance counselor. During this year-long internship they continued to take course work in guidance and counseling taught on site in Cabarrus County during the school year. In addition, these trainees received assistance and supervision from the four full-time elementary school guidance counselors employed in Cabarrus County.

Both full time counselors and trainees attempted to organize and conduct a guidance counseling program, including integration of career awareness, in the elementary schools in which they were placed.

PART II

GOALS AND OBJECTIVES

As previously stated, this project was guided by three goals. They were: (a) to increase the supply of elementary guidance counselors in North Carolina; (b) to provide guidance services in the seventeen schools in the three administrative units in Cabarrus County in such a satisfactory manner that the program would be adopted at the expiration of this Title III-ESEA Project and (c) to provide children in grades 1-6 with systematic guidance and counseling services with the aim of preventing and/or alleviating educational and emotional difficulties.

Additional objectives were added to insure that an occupational awareness program was an active part of meeting goals (b) and (c) above. These added objectives were classified as continuing and performance. For the purpose of this final report, only those objectives concerning the career awareness programs and directly related activities will be discussed in Part IV - Results.

CONTINUING OBJECTIVES

K-3 To provide a sufficient quantity and variety of experiences which allows each student opportunities to develop appropriate attitudes about the personal and social significance of work, and to develop and expand occupational awareness.

4-6 To provide a sufficient quantity and variety of experiences which will allow each student opportunities to expand his occupational awareness to identify ranges and types of occupational activities, and to relate the significance of occupations to self and socity.

PERFORMANCE OBJECTIVES

1. By July 1, 1973 thirteen elementary occupational guidance coordinator trainees will know about the leading industries and employment agencies in Cabarrus County as evidenced by a visit and preparation of a unit of study about each one.

2. By July 1, 1973 teachers in the elementary schools will be aware of materials and methods they can use in their classrooms to present vocational awareness information as evidenced by their response to a questionaire at the conclusing of an in-service program.

3. By July 1, 1973 the coordinator trainees will be knowledgeable of local people in the business world who will meet with local classes as evidenced by the completion of a file about each willing participant.

4. By July 1, 1973 students in each grade level will be aware of different vocational awareness information appropriate to their level as evidenced by their response on evaluation instrument prepared by the teacher.

5. By July 1, 1973 coordinator trainees will have an understanding of the role and function of a guidance and vocational awareness program as evidenced by their successful completion of evaluation procedures in their introductory course, Guidance in the Elementary School.

6. By July 1, 1973 coordinator trainees will be knowledgeable of effective techniques to use in implementing a guidance and vocational awareness program as evidenced by their successfuly completion of evaluation procedures in their course, Techniques in Counseling.

7. By July 1, 1973 coordinator trainees will be knowledgeable of effective materials to use in counseling and a vocational awareness

program as evidenced by their successful completion of evaluative procedures on the course, Materials, Tools, and Techniques in Guidance.

8. By July 1, 1973 the occupational guidance coordinator trainees will know effective ways to implement a counseling and vocational awareness program as evidenced by their successful completion of evaluation procedures on the course, Organization and Administration of the Guidance Program.

9. By July 1, 1973 the coordinator trainees will know effective instruments to use in measuring student's interest on occupational aptitude, general attitude, achievement, and psychological background as evidenced by their successful completion of evaluation procedures on the course, Tests and Measurements.

10. By July 1, 1973 the coordinator trainees will be able to effectively apply all they have learned during their training period as evidenced by their supervisors giving them a satisfactory rating on their work in the schools during the year.

11. By July 1, 1973 the coordinator trainees will have shown satisfactory skills and techniques in setting up and administering a vocational awareness program as a result of course training and in-service training as evidenced by teacher rating scales of members of their individual faculty.

12. By June 1, 1973, 60% of parents will indicate a knowledge of the vocational awareness program as evidenced by surveys returned by a selected group of parents.

PART III

PROCEDURES

General Design. The plan of implementation of the project was simple in that one counselor or counselor trainee was assigned to each elementary school. Each Friday afternoon the entire group would meet locally with Dr. Neill A. Rosser of the UNC at Chapel Hill, who served as Consultant of the project, for classes. In addition they met with one of four experienced counselors for half a day each week.

Schools or Locations. The county was zoned into four areas in such a way that one school was located near the geographical center of each area. One of the full time trained counselors was assigned to the centrally located school. This was done to facilitate communication between the experienced counselor and the three counselor trainees supervised.

Participants. Participants included not only the twelve trainees and four counselors, but a potential service target of approximately 8000 pupils in grades 1-6, plus their teachers. With respect to Career Awareness, each teacher in the elementary school participated in integrating career awareness into their curriculum.

Methods and Materials. Knowledge of the leading industries and employment agencies was gained through personal visits to those places. Initially the experienced counselor accompanied the trainee to a number of installations. Afterwards the trainees, as a part of the Career Awareness emphasis, accompanied teachers in their schools on

visits to several sites. Some trainees prepared teaching units about certain activities, but the procedure was abandoned since it was the consensus that study in connection with a field trip should be developmental and not imposed upon teachers.

A formal inservice program for teachers was not established system wide in connection with the project. Teachers were introduced to methods and materials through various means depending upon the particular situation. Some counselors (or trainees) preferred informal discussions with small groups of teachers; some preferred one-to-one developmental sessions. Grade level sessions were used in some schools, while some of the smaller schools used a school-wide approach.

A point to remember is that all counselors (or trainees) considered career awareness as being taught as an integral part of the regular program, regardless of the method used to gain the acceptance and full cooperation of the classroom teacher. An example of the type of materials that would be integrated in the social studies instruction is contained in Appendix A.

Some counselors demonstrated methods of teaching career awareness by teaching regular classes with career information interwoven. A limited number of large group sessions were conducted by counselors when the demand for a particular phase was particularily heavy.

Resource personnel were used to support instruction. Parents took an active interest and their participation was extensive. Persons from business and industry were used in varying degrees, depending upon the school's location and similar factors. Principals also played an extremely active role as resource persons.

Counselors were instrumental in the procuring of books relating to occupational information at the various grade levels. Some schools set up area media centers within their buildings. An effort was made to insure that the processes of fusing career awareness into other subjects guard against overloading or duplication that might turn the student off.

Each of the counselors used The National Standard CAREER EDUCATION MODEL - Kindergarten through Adult, as the basic instrument for organizing their career awareness materials and methods for assisting teachers. The model included not only career awareness but seven additional elements of career education in the form of goal statements.

Counselors sent to each pupil's parents a request for information. Each parent was asked for their availability to speak to the class about their work, hobbies, and other things. The information was kept by the classroom teachers, since persons with personal interest more easily responded to requests to be resource persons.

Evaluation. On the basis of the specific objectives indicated earlier, provisions was made for periodic evaluation during the year on an objective basis. Answers to the following questions were sought.

1. Are occupational guidance coordinators familiar with leading industries and employment agencies in Cabarrus County and the personnel and information that is available? This can be documented by files prepared by the trainees and the preparation of units about each one.

2. Are students aware at each grade level of the different vocational awareness information appropriate to their grade?

3. Are principals, teachers, and parents familiar with the purposes of the project, in career awareness and are they giving it their support?

PART IV

RESULTS

Training model for elementary school occupational guidance coordinators. The potential of this model for training elementary school counselors with the knowledge and skills to organize and cause to be implemented a guidance program which includes career awareness emphasis is great. The use of four experienced counselors as consultants and supervisors strengthened the program over the previous year's operation. There appeared to be less frustration and more positive expressions of confidence by the trainees than in the prior year.

Involvement of business and industry. Primary emphasis in the career awareness function was addressed to the scope and depth of community participation, and more specifically to the direct involvement of business and industry. Each counselor trainee and each counselor coordinator developed a file from information provided by principals and teachers in their respective schools, from county and city directories, and children and parents. Master lists were prepared from the individual lists to avoid duplication. The list was divided equally and each trainee or counselor contacted the names on the list to explain the purpose of career awareness and to solicit their participation.

As a result, 189 of the 310 classroom teachers made visits to cooperating businesses and industries. Classroom teachers in 87 classrooms took their children on visits to one or more businesses and industries. A total of thirty-four businesses and fourteen cooperating

industries provided tours and conferences to counselors, teachers, and pupils. All counselor coordinators and trainees made at least three visits to participating agencies, and some made as many as ten visits.

Inservice Program for Teachers. Teachers became aware of materials and methods available for use in their classroom that will assist them in integrating career awareness into their normal teaching. The acceptance of assistance moved from a posture of skepticism to one of anxiety for potential help. In-service training was never attempted on a formal system wide basis. Counselor coordinators and trainees extended the training initially to those who volunteered, but almost all teachers and principals were soon involved.

Through a series of questionnaires and interviews administered by the coordinators and trainees, it was evident that teachers had accumulated adequate materials, information, and knowledge to present career awareness information as an integrated part of their regular program.

One hundred eighty nine of the three hundred ten elementary teachers had career awareness projects included within the scope of their regular instruction. Counselors felt that these projects had been effective.

Response of Pupils to Career Awareness. Preliminary data were collected on students in grades 4-6 regarding their knowledge of careers. Four hundred eighty fifth grade and an equal number of sixth grade pupils were pre and post tested using a standardized career awareness test. Thirty students from each of the projects fifth and sixth grades were

involved in the pretest in the fall of 1972 and again in the spring of 1973. Comparison of fifth grade students in the spring of 1973 with sixth grade students in the fall of 1972 were made to determine changes not due to maturation. Table 1 reflects the scores on the tests. The statistical analysis of the mean scores on this scale yielded significant differences for each of the planned comparisons. (Table 1 furnished courtsey of Southeastern Research & Development Corporation.)

Table 1

Pre and Post Test Mean Scores of Fifth and Sixth Grade Students on a Career Awareness Scale

Grade[1]	Occasion	
	Pre	Post
Fifth	11.3	15.4
Sixth	13.2	16.1

1. Statistical comparisons (within grade comparisons using a correlated groups t test; between grade comparisons using an independent groups t test):

   (a). 5th Grade Pre vs. 5th Grade Post; t=8.97; df=362; p=.01
   (b). 6th Grade Pre vs. 6th Grade Post; t=4.62; df=418; p=.01
   (c). 5th Grade Post vs. 6th Grade Pre; t=2.68; df=782; p=.01

First, there were statistically significant gains made during the year on the degree of awareness about careers for both 5th and 6th grade students. More importantly, however, was the statistically significant difference between the 5th graders on the post test

occassion and the 6th graders on the pre test occasion (See Appendix C). This comparison lends support to the assertion that the observed gain, at least for the 5th grade students, could not be attributed to maturation.

Applicability of University Course Work. The external evaluation agency (Reference 3) employed to evaluate the project for ESEA Title III commented that "The course work input into this training model by the University of North Carolina at Chapel Hill did not seem to be as functional as it could be." The most frequent comment of the trainees and their occupational guidance coordinator supervisors was that the course work did not adequately prepare them for coping with the internship. This was particularily true as it concerned career awareness and specifically occupational information.

Criticism was made of the sequence in which course work was presented. There was a definite feeling that the courses covering the area of occupational information, and perhaps Organization and Management of the Guidance Program should be completed prior to entry into the internship.

Opinions of Teachers and Principals Regarding Elementary Guidance Counselors. Data reflecting the opinions of teachers and principals regarding elementary guidance counselors are in Table 2. The data indicates that both teachers and principals generally believed that guidance counselors in the elementary grades were valuable and deserved a high priority. There were no changed between the pre test and post test occasions due largely to the extremely high scores obtained by both teachers and principals or the occasion of the pre test.

Table 2. Ratings on Six Semantic Differential Scales of Guidance Counselors at Several School Levels by Teachers and Principals[1], Fall 1972.

Scales[2]	School Level of Counselor							
	Counselors k-3		Counselors 4-6		Counselors 7-9		Counselors 10-12	
	Teachers	Principals	Teachers	Principals	Teachers	Principals	Teachers	Principals
worthless-valuable	6.0	6.5	6.3	6.9	6.6	6.6	6.6	6.4
low priority-high priority	5.5	6.0	5.8	6.3	6.3	6.4	6.5	6.4
bad-good	6.1	6.2	6.3	6.6	6.3	6.6	6.4	6.3
unimportant-important	6.0	6.6	6.3	6.6	6.5	6.9	6.5	6.1
passive-active	5.6	6.1	6.0	6.1	6.2	6.3	6.3	6.0
weak-strong	5.5	6.2	6.0	6.2	6.1	5.9	6.2	6.3

1. All teachers were in grades 1-6; principals were principals of elementary schools. n for teachers = 161; n for principals = 7.

2. Scales scores based on a seven point rating with a seven indicating a rating toward the right or positive poll of the scale. The scale median was 4.0.

Table 2. Continued, Spring 1973.

Scales	School Level of Counselor: Counselors k-3 Teachers	Counselors k-3 Principals	Counselors 4-6 Teachers	Counselors 4-6 Principals	Counselors 7-9 Teachers	Counselors 7-9 Principals	Counselors 10-12 Teachers	Counselors 10-12 Principals
worthless-valuable	6.1	6.5	6.4	6.8	6.6	6.6	6.6	6.5
low priority-high priority	5.7	6.1	5.9	6.5	6.3	6.7	6.6	6.3
bad-good	6.3	6.2	6.4	6.6	6.5	6.6	6.5	6.2
unimportant-important	6.2	6.6	6.5	6.8	6.5	6.7	6.4	6.2
passive-active	5.5	6.0	6.0	6.1	6.2	6.2	6.4	6.1
weak-strong	5.5	6.3	6.0	6.2	6.0	5.8	6.3	6.2

Table furnished courtsey of Southeastern Research and Development Corporation.

Principals seemed much more strongly committed to the importance of elementary school guidance counselors than were teachers. Both teachers and principals gave higher priority to guidance counselors in grades 4-6 than K-3. In fact, counselors in grades 4-6 received ratings comparable to junior high and senior high counselors.

When asked about the most important activities of elementary guidance counselors, principals generally agreed listing the handling of emotional problems, family problems and parent conferences for K-3 counselors and family problems, social adjustment, and vocational planning for 4-6 counselors. Teachers, however, displayed very little agreement as to the most important activities of guidance counselors at either the K-3 or 4-6 levels. At both levels, the suggestion varied from readiness training to sex education to testing for special education to helping develop feelings of self worth. It appeared that teachers were generally responding to things that they felt they could not do or to things they could do but did not want to do. See Appendix B .

While the opinion survey does not reflect a strong support for career awareness among teachers, other evidence, especially the attitude toward utilizing the assistance of counselors, strongly support the assumption that career awareness coordination is an indespensible activity of the elementary guidance counselor.

Competence of Occupational Guidance Coordinators in Setting Up and Administering a Career Awareness Program. Near the end of school year principals of the sixteen elementary schools were asked to rate their teachers on the degree of acceptance of the career awareness program in their classroom. They praised highly the success of the

program as reported by their teachers. Since this was the first time that career awareness was a focal objective of the project, it must be assumed that the occupational awareness coordinators were largely responsible for the success.

Parent Participation. An active program of parent participation was carried on in each of the schools. Parents, fathers or mothers, who had an interesting occupation were asked to visit their child's classroom to discuss their occupation and its involvement.

The visits served a dual purpose. The information was very helpful in the instructional process. Secondly, it had immense value as a public relations instrument to bring the educational processes to the community at large.

PART V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. The counselor training model used is an effective vehicle for training occupational guidance coordinators for the elementary schools.

2. The occupational guidance coordinators were instrumental in the introduction of career awareness as an integral part of the subjects taught in the normal curriculum of the elementary school.

3. Occupational guidance coordinators were very effective in securing the cooperation and participation of the local business and industrial community.

4. There is an urgent need for occupational guidance coordinators to assist elementary classroom teachers, who have neither the time nor the experience, in implementing and sustaining a program of career awareness in their regular courses.

5. Experienced occupational guidance coordinators are necessary as counselors to, and supervisors of, occupational guidance coordinator trainees.

6. The original project suggested that the social studies on each level to present occupational awareness information. Occupational guidance coordinators expanded the program to include other subjects.

7. The basic approach of presenting material in progessive steps in relation to grade levels prevented duplication and increased the acceptability of the career awareness materials.

8. The course work pursued at or through the University of North Carolina at Chapel Hill lacks the scope and depth needed by occupational guidance coordinator trainees.

9. Gains were made in career awareness that can be attributed to the integration of materials developed and/or furnished through the efforts of the occupational guidance coordinators.

10. Formal in-service training of a system wide type should be held for teachers in addition to those informal sessions limited to a coordinators school.

11. Principals and teachers are receptive to the introduction of career awareness in their curriculum and to the assistance received.

12. Parents not only accept and endorse the concept of career awareness but are eager to participate in classroom activities.

B. Recommendations.

1. That the North Carolina State Department of Public Instruction allocate additional personnel to provide a guidance counselor/ occupational coordinator to each elementary school.

2. That career awareness be made a part of the curriculum of every public elementary school in North Carolina on a phased basis allowing for the training of personnel.

3. That the training model be continued in the schools of Cabarrus County.

4. That the university level course requirements be reviewed and revised to make them more revelant to elementary school needs.

5. That the a study be conducted of certification requirements for a counselor's certificate to include adequate preparation in the area of occupational information.

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1. Educational Properties, Inc., The National Standard CAREER EDUCATION MODEL Kindergarten Through Adult. Irvine, California, 1972.

2. North Carolina, State Department of Public Instruction, Standards Career Clusters and Exploratory Activities for Career Exploration (tentative draft). Raleigh, N. C., 1972.

3. Southeastern Educational Research and Development Corporation. Final Evaluation Report: Elementary School Guidance - Counseling Project, Cabarrus County Schools, ESEA-Title III, 1972-73. Chapel Hill, N. C., 1973.

4. Southeastern Educational Research and Development Corporation. Final Evaluation Report: Early Childhood Guidance/Reading Project, Cabarrus County Schools, ESEA-Title III, 1971-72. Chapel Hill, North Carolina, 1972.

APPENDIX A

CAREER AWARENESS THROUGH SOCIAL STUDIES

APPENDIX A

CAREER AWARENESS IN SOCIAL STUDIES

First Grade — Home and School

How families are dependent upon each other and the need for employment

Survey type occupations represented by each child's parents

Second Grade -- Neighborhood and Community

Community helpers such as fireman, policeman, doctor, dentist, repairman, grocer, barber, etc.

Money is used in different ways - buying, saving investing, and lending

Third Grade -- Communities

A specific study will be made of the more numerous and important jobs and how they are influenced by the location, size, and environment of the local community.

Fourth Grade -- Our State

A specific study will be made of leading employers, businesses, and industries in the entire state and how human, economic, and physical resources affect their existence.

Fifth Grade — Nation

The study begun during the fourth grade will be expanded to include all fifty states. Also efforts will be made to show the dependence of one state upon the products and services provided in the remaining forty-nine states.

Sixth Grade — Countries Other than United States, especially Europe and the USSR

A study will be made of goods and services provided by foreign countries and how these help but also provide competition.

APPENDIX B

GUIDANCE COUNSELOR RATING SCALE

G-C RATING SCALE

Please fill in the following information:

Position: _____
School: _____
Years Experience: _____

Using the scales provided below consisting of pairs of adjectives, please rate the following items by placing an (X) on the appropriate space along the continuum. There will be 6 (X)'s for each item.

A. Guidance Counselors in the Elementary School, Grades K-3

valuable	1	2	3	4	5	6	7	worthless
passive	1	2	3	4	5	6	7	active
good	1	2	3	4	5	6	7	bad
unimportant	1	2	3	4	5	6	7	important
strong	1	2	3	4	5	6	7	weak
low priority	1	2	3	4	5	6	7	high priority

B. Guidance Counselors in the Elementary School, Grades 4-6

valuable	1	2	3	4	5	6	7	worthless
passive	1	2	3	4	5	6	7	active
good	1	2	3	4	5	6	7	bad
unimportant	1	2	3	4	5	6	7	important
strong	1	2	3	4	5	6	7	weak
low priority	1	2	3	4	5	6	7	high priority

C. Guidance Counselors in the Junior High School, Grades 7-9

valuable	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	worthless
passive	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	active
good	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	bad
unimportant	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	important
strong	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	weak
low priority	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	high priority

D. Guidance Counselors in the High School, Grades 10-12

valuable	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	worthless
passive	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	active
good	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	bad
unimportant	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	important
strong	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	weak
low priority	___ 1	___ 2	___ 3	___ 4	___ 5	___ 6	___ 7	high priority

Of all the possible things that Guidance Counselors in the Elementary School could do, please list the 3 things you feel they should concentrate on:

a). Grades K-3

1.
2.
3.

b). Grades 4-6

1.
2.
3.

APPENDIX C

CAREER AWARENESS QUESTIONAIRE

C-D QUESTIONNAIRE

Please Note: Administrator will read the directions and the statements to the children. Read each statement twice permitting adequate time for the child to mark his answer sheet. Any regular lead pencil will work on the answer sheet.

On the answer sheet, please fill in the date, your age, sex, school, and grade.

Directions

Listed below are several statements about jobs and work. Some people agree with these statements and some people disagree with them. How do you feel about these statements? If you agree or mostly agree with the statement, use your pencil and blacken in the T for True on your answer sheet for the number of the statement. If you disagree or mostly disagree with the statement, use your pencil and blacken in the F for False on your answer sheet for the number of the statement. Please note that the numbers on the answer sheet go from left to right.

T F 1. Once you choose a job you can't choose another one.

T F 2. A person can do any kind of work he wants as long as he tries hard.

T F 3. I'm not going to worry about choosing an occupation until I'm out of school.

T F 4. Work is worthwhile mainly because it lets you buy the things you want.

T F 5. The longer you stay in school, the better the job you are likely to get.

T F 6. Working is dull and not fun.

T F 7. I don't know how to go about getting into the kind of work I might like to do.

T F 8. I seldom think about the job I want to enter.

T F 9. It really doesn't matter which job you choose as long as it pays well.

T F 10. Working is much like going to school.

T F 11. I have little or no idea of what working will be like.

T F 12. Success in a job is mainly a matter of luck.

T F 13. I want to quit school and get a job as soon as I can.

T F 14. If possible, women should not have to work.

T F 15. As far as jobs are concerned, going to high school is mostly a waste of time.

T F 16. The most important thing about a job is that you are happy doing it.

T F 17. Your parents probably know better than anybody what job you should enter.

T F 18. It is probably just as easy to be successful in one job as it is in another.

T F 19. Today, a person has to plan on staying in the same job until he retires.

T F 20. Getting the job you want is mostly a matter of chance.